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ABSTRACT

La Guardia College (New York) is the only community college in the United States requiring its entire student body to participate in a work-experience program regardless of curriculum choice. This study, conducted by a team of selected consultants, is an assessment of the program based on onsite visits, interviews, and an array of reports and publications. Areas of assessment were: (1) the legal framework, administrative structure and facilities; (2) the college curriculum; (3) the recruitment and enrollment program; (4) student services; (5) the college's self-evaluation program; and (6) the degree of the college's success. Some conclusions were: (1) the curriculum, using an interdisciplinary approach, individualized instruction, and a work internship program, provides a relevant experience for the student; (2) team counseling has proved to be effective and should be further developed to attain its full potential; (3) there is a pronounced need for additional funding sources to aid the financially pressed student; (4) recruitment methods need to be more comprehensive; (5) the college should continue to seek ways to evaluate the degree to which it is meeting its goals and objectives; and (6) the program merits close study by education authorities in other major metropolitan areas. (RN)

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COOPERATIVE EDUCATION

AT LA GUARDIA COMMUNITY COLLEGE

An Assessment and Description of the
Initiation of an Innovative Curriculum

August 1972

JC 720 241

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FOREWORD

The emergence of innovative and experimental collegiate programs demands an increase in the evaluation of such program by an objective and external panel of experts. The recognition of the importance and need for such evaluations by the Bureau of Occupational Education Research and the Bureau of Two Year College Programs was emphasized by both the financial support and personnel involvement contributed to this particular project.

The unified efforts of the two aforementioned bureaus, the administration, faculty, and student body of LaGuardia Community College, and the members of Soper Associates clearly demonstrates the feasibility of such projects.

Miss G. Geraldine Dickson, Associate in Education Research, was monitor and coordinator of this project from its inception through publication.

Educators wishing additional copies should contact the Bureau of Occupational Education Research, State Education Department, Albany, New York 12224.

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Dr. Earl F. Soper was director of the study and Irving Wendrovsky assistant director. Team members were Jane Algozzine, George L. Fersh, William J. Hageny, George R. Sullivan, Bruce E. Shear and Charles Calitri. The report was coordinated and edited by Nathaniel A. Boynton.

Soper Associates acknowledges the cooperation of President Joseph Shenker, Dean Harry Heinemann and the members of the LaGuardia Community College staff, faculty and student body who participated in the interviews so necessary to the study.

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I. INTRODUCTION

LaGuardia College is the only community college in the United States with an across-the-board program of cooperative education. A number of other community and senior colleges across the Nation apply the cooperative education concept to their programs, but only LaGuardia requires the entire student body to participate in an education-and-work experience, regardless of curriculum selection.

Midway in LaGuardia's first year of operation, an evaluation study was commissioned by the Bureau of Occupational Education Research of the New York State Education Department to assess the initiation of this unique innovative educational format. The study project had as its basic objectives "an assessment and description of the initiation of an innovative curriculum of cooperative education" at the college, and a review and evaluation of LaGuardia's progress toward achieving its targeted objective of comprehensive cooperative education.

The evaluation was undertaken to benefit both the State Education Department and LaGuardia College. By sponsoring the study, the Department would be able to acquire an assessment of a working model of this new and emerging concept of cooperative education that could serve as a cornerstone and guideline for other campuses. By participating in the study project, LaGuardia would receive a set of interpretive observations and component and summary recommendations from "outside" education authorities.

The areas of assessment in this study are:

- The legal framework, administrative structure and facilities of the new college as it became operational
- The degree of the college's initial success in attaining its fundamental goals and objectives,

as measured by a questionnaire survey

- The curriculum of the college and a measurement in terms of responses to the questionnaire survey
- The college's recruitment and enrollment program in establishing its first freshman class and a base for future enrollment
- The wide scope of student services, advisory committees and public relations activities at the college
- The college's own mechanism for evaluating its programs and procedures

This study was conducted by a team of selected consultants who compiled their reports on the basis of onsite visits, interviews with staff, faculty, and students, and a comprehensive array of reports and publications.

II. LEGAL FRAMEWORK, ADMINISTRATIVE STRUCTURE AND FACILITIES

Legal Framework

Fiorello H. LaGuardia College was established by the New York City Board of Higher Education on March 23, 1970. It was established in accordance with the board's 1968 resolution to create a ninth community college in The City University with a unique educational plan emphasizing the study of urban problems.

The college was authorized by the New York State Board of Regents on July 17, 1970, as an amendment to the Master Plan of The City University of New York (CUNY).

The Board of Higher Education acts as the governing body of all

colleges of CUNY. As a new college, LaGuardia is exempt from provisions of The City University by-laws for the first five years, but must still operate within their spirit.

The college also is under the program supervision of the State University of New York (SUNY), which includes all public community colleges in New York State. In this relationship, the college must submit its curriculums for approval to SUNY, is part of a common SUNY-wide information network, and sends representatives to SUNY faculty bodies. The relationship to the State is underscored by the State's provision of major proportions of the college's capital and operating budgets.

Apart from the college's own administrative staff, there are three stratas of governance in the structure of administrative responsibility for LaGuardia College. They are:

- The Board of Higher Education of the City of New York
- The Board of Trustees of the State University of New York
- The Board of Regents of the State of New York

- LaGuardia College falls under the provisions of Articles 125 and 126 of the Education Law of New York State. Article 125 covers the Board of Higher Education of the City of New York and Article 126 covers community colleges.

Legally, according to Board of Higher Education v. Carter, (14 N. Y. 2d-138), administration of New York City colleges is a State function, and the Board of Higher Education of the City of New York is a State agency. The Board of Higher Education of the City of New York is the designated legal "sponsor" of LaGuardia College.

- The Board of Trustees of the State University of New York governs all State-supported institutions of higher education of New York State, with the exception of the senior colleges of CUNY. For example,

authority to establish a community college must be secured from the Board of Trustees of SUNY.

- The Board of Regents of the State of New York has broad powers and control over all educational institutions in the State, including LaGuardia College. Specifically the Regents are empowered to review and approve curriculums and approve the granting of degrees.

The liaison offices for these administrative connections are:

- CUNY - Office of the Dean for Community College Affairs
- SUNY - Office of the Vice Chancellor for Two-Year Colleges
- Regents - Division of Higher Education

Thus LaGuardia is an integral unit of CUNY, is listed as one of the institutions of SUNY, and is under the jurisdiction of the Board of Regents of New York State.

Financially the superstructure of administrative control becomes even more complicated. The annual budget of LaGuardia must be submitted as part of the CUNY budget to the mayor, or a like financial body, of the City of New York. The fiscal efforts of the city to provide the needed funds thus become one more administrative restraint – and control – on the college.

Administration

The general administrative staff of LaGuardia College supervises a professional full-time faculty of approximately 30 persons and support personnel for approximately 500 students and 150 adults who are a part of the Special Education Association Program.

The college also anticipates about 300 nonmatriculants in an extended day session. The Board of Higher Education estimates that about 1300 new full-time students will be added to the college rolls in the fall of 1972.

The present staff was judged more than adequate for the 1971-72 enrollment of students, with sufficient new faculty lines allocated for 1972-73.

The administrative staff for cooperative education consists of the dean of cooperative education, the director of cooperative education and six cooperative education coordinators.

- The dean of cooperative education is responsible for developing and implementing the cooperative education program of internships and associated practicum seminars, for developing and implementing an institute for professional development serving the business and industrial community, and for developing with the dean of Student Services a Career Counseling and Placement Center.
- The director of cooperative education assists the dean in developing the overall program, administers the program and coordinates staff work.
- The six cooperative education coordinators divide their time between developing internship placements, and counseling and supervising students. Some may include among their responsibilities teaching a practicum seminar. Some have joint appointments between internship development, counseling and teaching.

Commonly accepted standards for the ratio of administrators to staff and administrators to student enrollment are not available in the

literature of higher education, but to all appearances LaGuardia appears to have sufficient administrative staff.

The college is progressing toward the formulation and adoption of a unicameral governance mechanism along the lines of a proposal by a LaGuardia Governance Committee.

The final administrative structure is expected to be an umbrella-like superstructure based on the by-laws of the Board of Higher Education, the faculty, administrative and Civil Service Taylor Law contracts in force, the various by-laws of SUNY and the LaGuardia College Governance plan. All of these have a bearing on the administrative structure of the college as it evolves. The trend toward more politicalization of academic life may make it necessary to modify the conventional administrative structures at most colleges, including LaGuardia, in the future.

Building and Facilities

LaGuardia College is located in a five-story red brick factory building in Long Island City. The building, owned by the Sperry-Rand Corporation during World War II, lies in the center of an industrial area in the Borough of Queens.

The facility has about 230,000 square feet. Considerable rehabilitation work was done before the college was opened to students in September 1971. Renovation and modernization is continuing.

At the time of this report, about 70,000 square feet were being used for classrooms, administrative offices, library, labs and student-faculty service areas.

Some parts of the building are at this time inadequate. The library has about 5,000 square feet and seats only 115 users. The

cafeteria and bookstore will probably run out of space in the near future. There is no gymnasium at present, although efforts are being made to convert the "Great Hall" (formerly the main assembly area for Sperry Rand) for physical education and recreation activities. There is no auditorium or similar facility for drama activities or general assembly.

The lighting, painting and general decor of the buildings are attractive. The administrative offices are adequately furnished and conveniently arranged. The classrooms are adequate and operational. However, rehabilitation work on this building, although commendable in terms of present funds and time, is somewhat superficial, temporary and largely on a "crash" basis.

The work done to date is part of Phase I. Onsite Phase II work is expected to begin in the fall of 1974, when $8 to $10 million of construction will be budgeted for additional rehabilitation work.

The Master Plan, 1972-76 document states that "the building when completed in 1975 will be a fully air-conditioned, spacious educational plant which will include all of the services needed in a modern educational institution ... and will encompass a total of 250,000 square feet of space."

The immediate problem of college space and facilities is connected with the commitment to the Board of Higher Education to admit 1,100 new full-time students in the fall of 1972. This has prompted the college to plan to rent 75,000 square feet of additional space at 31-11 Thompson Avenue, across the street from the present location. At present this is called the Satellite College.

LaGuardia also has plans for a permanent site for its campus. The intended site is the former Army Pictorial Center in Astoria with 5.14 acres and a variety of buildings. It is presently owned by the

U. S. General Services Administration, and apparently can be acquired at no cost to the college. The present building would probably be retained as an annex facility.

The floor plans of the present building, as prepared by the Office of Campus Planning, are as of November 28, 1971.

Observations and Recommendations

The layers of administrative governance and control imposed on a public-funded college can be vexatious and often frustrating to the on-campus administration. At LaGuardia, Dr. Shenker and his staff seem to be successfully meeting the challenge of higher education in New York City, and adhering to the basic function of cooperative education within the legal framework governing their activities.

The degree to which students are to be granted more than token participation in the decision-making processes on the LaGuardia campus is also an important aspect of the administrative process. This matter should be studied by the administration and faculty and reviewed periodically in order to maintain favorable liaison between the college and the student body on a continuing basis.

The coop program would be helped by the establishment of a community advisory board or committee, to be consulted by the administrative staff as part of the decision-making apparatus. New York City in both its public elementary and secondary schools has suffered in the past from its bureaucratic distance from the consumer public. As a newly established public institution of higher education, LaGuardia has an opportunity to establish new patterns of realistic community involvement. To date it seems to have done so to a limited degree.

III. MEASURING GOALS AND OBJECTIVES

The Mission of LaGuardia

When the master plan for LaGuardia Community College was drawn up, it contained goals and objectives that are unique among the community colleges of The City University of New York. This community college was dedicated to "an educational program which combines classroom learning and work experience." The purpose was to create a total learning experience through which students will gain not only specific skills and a broad range of knowledge, but also a sense of professional, financial and personal responsibility in terms of their own individual goals.

To meet this challenge, the program at LaGuardia would have to provide the traditional academic foundations and be designed so that it would help students meet the real-life requirements of urban living and employment. It was the college's intent to tap as many resources of the city as it could so that learning would occur outside the academic setting as well as within it.

To achieve these purposes, the college was to coordinate student guidance support services, faculty instruction and work assignments into a coherent program.

More specifically, it was to provide these functions through the Cooperative Education Program. The original objectives of cooperative education were stated and then delineated in more detail in Position Paper for the Cooperative Education. Overall, it was to provide technical and personal skills needed for continued education or entry into the world of work and help the student learn more about himself through interaction with other people.

It further defined the specific goals and objectives for its career education program and devised means for achieving these goals.

Specifically, the Cooperative Education Program was to help students determine and explore their individual goals and, in general help them develop increased knowledge and skills in their major field of study. The college was to assist students to explore career possibilities and to help them obtain experiences which would promote educational as well as personal growth.

Students were to be specifically prepared for the work experience cooperative education would provide. Through the cooperative program students would be assisted in developing long-range career goals and plans for goal achievement. The college would be responsible for seeing that each student got the greatest possible benefit from his job experience. The success and the relevancy of each student's work experience would be analyzed and evaluated on a regular basis.

In addition, the college would also actively involve the employer of each cooperative student in the work experiences. To assure adequate communication among students, faculty, and employers, the college was to develop specific procedures for getting feedback about the program.

Mechanisms for the Cooperative Program

Two mechanisms were developed to facilitate the achievement of the goals of cooperative education. The first was the career orientation program; the second, the internship or work experience.

Career orientation was to provide the cooperative education student with information on many career opportunities in the world of work. It was to aid in defining and evaluating vocational aptitudes, interests, skills and goals, prepare the student for finding a job and doing well in job interviews. Finally, it was to enable him to make wise decisions in selecting the job that appeared to be best for him.

The next step was the internship, which was designed to provide

direct experience in at least one selected job area. That experience would further develop, apply, and reinforce the student's marketable job skills. At the same time, each student would have an opportunity to earn money in a way which would supplement and enrich his total educational experience.

The Questionnaire as a Measurement Tool

To determine the degree to which LaGuardia College has been able to achieve its goals during these first two years of its existence, a questionnaire was developed and given to faculty, administrators and students. Included in the questionnaire (but not discussed in this chapter) were the specific course objectives of all courses described in the college catalog.

Two hundred ninety-seven questionnaires were returned. Twenty-six faculty members, nine administrators, five college staff with mixed administrative and teaching assignments, and 257 students responded.

Of the faculty respondents, six were cooperative education faculty, nine were student personnel faculty, four social science faculty, three mathematics and physics faculty, four language arts, and nine business faculty. Of the students responding, 129 were attending LaGuardia to prepare for a particular career, 91 planned to continue their education at a four-year college, 43 were there for both these reasons, and 34 gave other reasons for attending LaGuardia.

The questionnaire was designed to provide a feedback on a number of general and specific areas. Respondents were asked to rate their answers as not at all, sometimes or to a high degree. The questionnaire form is reproduced in the Appendix.

Here are the results of the survey by category:

- General Purposes of the Institution. The first five items on the

questionnaire deal with the general purposes of the college. Of these, probably the most important to the functioning of the institution are item 1, "Classroom learning is directly related to work experience" and item 5, "Student guidance, classroom instruction and work experience are coordinated into a coherent program."

On the first of these two, 12 percent perceived the college as having achieved this purpose to a high degree, 67 percent saw this purpose sometimes achieved, and 21 percent as not having accomplished this purpose. In evaluating the degree to which the college has achieved a coherent program, 42 percent rated it as achieved to a high degree, 45 percent as sometimes and 9 percent as not at all.

The other items in this set of five were scored as follows: item 2, "The classroom provides traditional foundations of learning," 36 percent to a high degree, 56 percent sometimes, 7 percent not at all. Item 3, "The classroom program concerns itself with real requirements of urban living and employment," 16 percent to a high degree, 65 percent sometimes and 18 percent not at all.

On Item 4, "The college sets up learning experience outside the academic setting," 35 percent responded to a high degree, 56 percent sometimes and 11 percent not at all.

From these responses, one should note that the two purposes on which respondents have shown most doubt as to the degree of success are "Classroom learning is directly related to work experience" and "The classroom program concerns itself with real requirements of urban living and employment." A substantial number of respondents evidently feels the college is achieving the other general purposes to a fairly high degree.

- Specific Objectives of Cooperative Education. Items 6 through 9 deal with the specific objectives stated for career education. A general survey of the responses in this section indicated that more than 40 per-

cent of the respondents believe these objectives have been achieved to a high degree. At the other end of the scale, less than 7 percent viewed these as not achieved at all.

- Evaluation of Procedures Used in Cooperative Education Program. Items 10 through 17 are concerned with how well procedures used in the present Cooperative Education Program are functioning. More than half the respondents felt students had been specifically prepared for the work experience and that the college had achieved to a high degree the implementation of a procedure for getting feedback from students, but 14 percent did not agree. More than one-third of all respondents felt the Cooperative Education Program provided the greatest possible benefit to students from work experience in regularly analyzing and evaluating each student's work experience and in interesting and involving the academic faculty in the Cooperative Education Program.

- Career Education. Career education has been divided into two parts: career orientation and internship.

In the section on career orientation, one item had a higher percentage of responses in the third category, to a high degree, than any other on the questionnaire and had high interquestion correlations with six other items on the questionnaire. Of all the responses, 61 percent indicated that the Cooperative Education Program has succeeded to a high degree in preparing students for performing well in job interviews. More than 40 percent of all respondents also felt the college has succeeded to a high degree in defining and evaluating the student's vocational interests, skills and goals, and that the Career Orientation Program has succeeded to a high degree in locating job openings and assisting students in making wise decisions on which job to accept. However, almost as many respondents rated these items as having been accomplished to a high degree as rated them as having been accomplished sometimes. This was true of items 29, 31, 32 and 34. At the other end of the scale,

9 percent of the respondents felt that the college has not succeeded in preparing students to make wise decisions on which job to accept.

Three items were used to evaluate the success of the internship or work experience. Between 45 percent and 54 percent of the responses indicated the Cooperative Education Program had succeeded to a high degree in providing each cooperative education student with direct experience in a selected job area, providing experiences that extend, apply and reinforce his job skills and enable him to earn money in a manner which supplements and enriches his education. Again it must be noted that in each of these same items one-third or more of the respondents felt the college had achieved these goals only sometimes.

Comparison of Student Responses

Cooperative education students were categorized into two groups. Students currently involved in their internship comprise Group A. Students involved in the classroom instructional program and who have not had a work experience under the program comprise Group B. A review of the responses of these groups leads to several pertinent observations.

In general students in Group B tended to give higher ratings to the items in the categories discussed in this chapter. However, in most the differences between the responses of Group A and B were 10 or fewer.

On some items under the heading of "Procedures Used in the Cooperative Education Program" there were differences of more than 10 in the responses of Group A and Group B. In each instance it was Group A that gave the greater number of ratings in the None at All category. On two of these items, 10 concerned with preparation for work experience and 11 concerning the benefit each student would gain, there were notable differences. Only 20 percent of Group A students felt item 10 had been achieved to a high degree, compared to about 30

percent of the Group B students. On item 11, about 29 percent of Group A students and about 35 percent of Group B students rated the program as having provided the student the greatest possible benefit from work experience.

In other areas of the questionnaire, a greater number of high evaluations of degree of achievement was given by Group B students than by Group A students. On only one item, 31 concerned with goals in the section on career orientation, was this tendency reversed. On this question 61 students, approximately 78 percent of the cooperative education A students, felt the program had succeeded in aiding the student in defining and evaluating his goals to a high degree as compared to 48, or approximately 48 percent of the students in cooperative education Group B. Other differences of 10 or more in the responses of these two groups occurred on items 29, 30, 32 and 33 in the same section. In each case, Group B responses exceeded Group A's in the high degree category by an average differential of approximately 10 percent.

In student responses to questions in the sections on general purposes of the instruction only item 4, concerned with the degree to which the college had succeeded in setting up learning situations outside of the academic setting, showed any significant difference. On this item 34 Group A students, approximately 25 percent, rated the college as having succeeded to a high degree, while 55 Group B students or 40 percent rated it in this category. Again it is noted that Group A's perceptions of the degree to which goals and objectives have been achieved was less positive than those of the Group B students.

Faculty Responses

Faculty responses to the various items on the questionnaire reviewed in this chapter also were tabulated. Several items were considered by 25 percent or more of the faculty as not having been achieved

at all. These were item 16, a procedure for getting feedback about the program from the faculty, and 33, ability to perform well on a job interview.

In item 4 in general purposes of the institution, however, 56 percent of the faculty felt the college had been highly successful in setting up learning situations outside the classroom. The faculty also felt strongly that the Cooperative Education Program had achieved the objectives of providing a widely varied framework for making career choices and for work experiences that would help the student develop long-range plans.

In evaluating procedures of the Cooperative Education Program, more than half of the faculty reporting perceived the college as being successful to a high degree in involving employers actively in the students' work experience and in setting up systems for student and employer feedback on the Cooperative Education Program.

In the section evaluating career orientation, 56 percent of the faculty viewed the program as achieving the goal of defining the vocational skills of each student to a high degree.

The faculty also viewed the internship as being highly effective in all three of its goals. Of the faculty responses 76 percent viewed the program as successful in providing direct experience in a selected job area, 60 percent as successful in reinforcement of job skills, and 72 percent, as successful in providing students an opportunity to earn money in a way that supplemented and enriched their education.

Administrator's Responses

Of the 14 administrators and staff with mixed assignment who responded, not one saw the college as having succeeded to a high degree in relating classroom instruction to work experience. Thirteen scored this as being accomplished sometimes and one as not at all. Eleven

viewed the program as providing traditional academic foundations sometimes, while two saw it achieved to a high degree. These two have mixed assignments. Seven saw the program as coherent to a high degree, while five felt this was true only sometimes.

Administrators split evenly on the extremes in evaluating item 6. Two felt the program has not provided varied framework for making career choices, while two felt it has done so to a high degree.

In assessing the procedures used in the Cooperative Education Program, five saw the procedures for preparing students for the work experiences as sometimes successful. Only one viewed this as achieved to a high degree.

On those items dealing with procedures for getting feedback, nine viewed the college as achieving a high degree in procedures for student feedback, five in procedures for faculty feedback, and three feedback from employers.

In evaluating the achievement of goals in career orientation, four felt the college had been highly successful in providing knowledge of many career opportunities, while 10 felt it had achieved this goal only sometimes. Five administrators felt the orientation helped the students to a high degree in locating job openings, one felt it has been able to do this sometimes, and two viewed this goal as having been achieved to a high degree. Ten felt preparation for job interviews had been highly successful. Eight felt students had been helped only sometimes in making wise decisions about accepting jobs, but five felt this goal had been achieved to a high degree.

In the section on the internship, nine felt the college had been successful to a high degree in providing the student with a job experience in a selected area, whereas five felt this was done only sometimes. On the other hand, six felt that job experience developed job skills sometimes but eight felt this had been done to a high degree. Finally, nine

felt to a high degree that students were provided with opportunities to make money that supplemented and enriched their education, while five felt this happened only sometimes.

Observations

It is encouraging to note the number of goals and objectives that are positively perceived as being implemented to a high degree. One must determine, however, exactly what significance sometimes has in the minds of those selecting that category, since more responses fall in this area than in any other. The responsibility of administrators and faculty rests in determining how sometimes may be converted into to a high degree as the college continues to develop and progress. If it signifies only chance occurrence of the implementation of objectives, it may be unlikely that the same kind of survey after another year will demonstrate significant growth. Looking at the reactions of varied categories of respondents, one cannot be unimpressed by the conviction of faculty that they are achieving their goals with some success in most areas and with a high degree of success in others.

There is general consistency in the preparation of the responding categories. However, it is important to recognize that these students who have been involved in an internship are less convinced than those who have experienced only the classroom program that goals and objectives of cooperative education are being realized to a high degree.

IV. CURRICULUM

From its inception, LaGuardia Community College has operated from a broad-based curriculum plan which has at its core a work-study component for all of its students. The curriculum was intended to correlate with a work internship program as well as with the extracurricular life of the student.

A second assumption upon which the curriculum was based was

that interdisciplinary approaches would be of greater benefit to the education of students than course-distinct or discipline-divided curriculum. It also stressed individualization of learning experiences over large group or lock-step instruction.

To accommodate the purposes of the college and the working assumptions, the academic curriculum was not structured along traditional lines. The categories within the curriculum are:

Language and Culture
Social Sciences
Natural Environment
Business
Library

Translated into credits, however, the curriculum soon reverted to tradition, with small, innovative excursions. Of the 67 credits required for completion, 28 were mandated as follows:

Communication Skills (English and Mathematics)	6
Advanced English Composition	3
Urban Core	9
Cooperative Education	9

Whereas the first division was called language and culture, and although mathematics was indeed treated as a communication or language skill, the actual courses found English under the first division but mathematics under the Division of Natural Environment. History, sociology, personality and culture, and social problems were placed in the Division of Social Sciences.

The conflict between traditionalists and those who would bring learning into closer harmony with urban living is evident in the combination of courses, with the traditional on the short side. Courses such as The Short Story and The Novel and Social Change in American Literature are counterbalanced by the courses of the intensives, which include:

Ideal Societies
Creative Arts and Media Development
Autobiography and Creative Expression
Minority Group Experiences
Art, Politics, and Protest and Art and Social Change
History
Psychology
Sociology
Political Science
Economics

Two courses, offered in the winter quarter of 1971, Personality and Culture and Social Problems and Politics in American Society, were separated from the normal offerings under a special title:

Interdisciplinary

Further departures from the traditional content of college courses and from the abstracted structuring according to discipline concepts appear in such courses as The Individual and the Urban Crisis, Urban Sociology, and Urban Sub-cultures. For these courses contemporary problems facing the target population are made an intimate part of the course of study. Juvenile delinquency has been an area of sociological concern since the 1930s, but activist youth, drug addiction and homosexuality are relative newcomers to the formal study experience. LaGuardia Community College seems to see these as priority subjects for discussion and exploration.

The attempt to gear the curriculum more tightly to the modern world is most clearly demonstrated in the Social Science Intensive of the fall quarter, 1971. The Vietnam War: Causes and Effects traced the history of the war and attempted to analyze its effect on both the Vietnamese and the American people. Instituted in the quarter immediately following the campus disruptions of spring 1971, it demonstrated the earnest desire and the acute perception of the faculty to be responsive to the current concerns of young people.

In the Division of Natural Environment, the course titles seem traditional, but the brief course descriptions indicate that such subjects as Fundamentals of Biology deal with problems of urban pollution, population control and others. Yet the science courses still are primarily concerned with the content of the disciplines, i.e., categorization, classification and the closed system concepts in text-books. Academic science is still viewed as a series of immutable laws and formulas rather than as the languages and processes by which man formulates ideas about his natural environment.

Within the Division of Natural Environment, only mathematics is seen as a language, a form of communication where concepts and terms are operational tools and not events in themselves. The intensive on Mathematics in Nature demonstrates that for 1 week at least, and for one period each week thereafter, there is an attempt to help students perceive of Mathematics as a way of looking at the world – and talking about it.

The Division of Business concerns itself with courses in secretarial science, accounting, data processing, finance, business law, marketing and management. The courses concerned with data processing are directed toward skill development, with efforts to secure efficiency of performance.

Students' Responses to Questionnaire

The questionnaire prepared by the evaluating team drew 257 responses from students. Of these, 109 were business majors, 100 were liberal arts majors, and the rest were mixed. Of these, 130 were in cooperative education Group A, students involved in their internship, and 127 were in Group B, students who had not yet begun the work

experience phase of their program.

Of all the students polled, slightly more than 10 percent reported a high degree of relationship between classroom learning and work experience. Of the coop students, 33 percent of Group A and 15 percent of Group B saw no relationship whatsoever. In Group A 8 percent and in Group B 16 percent saw a high relationship. In each case more than half the students polled saw some classroom learning related to work experience.

A full third of all students polled saw the overall classroom program as providing "the traditional academic foundations of learning," while 8 percent responded that it did not. In coop Group A 25 percent regarded the classes as traditional to a high degree and 10 percent not at all traditional. In Group B almost 45 percent considered the classes highly traditional and 4 percent not at all traditional.

By contrast, only 14 percent of coop A and 15 percent of coop B felt the classroom program concerned itself with the "real requirements of urban living and enjoyment."

Twenty percent of the students believed the college set up learning experiences outside the academic setting to a high degree, while 12 percent reported that they saw none at all. The strong majority felt the college was successful in this effort only some of the time. Again a smaller percentage (10 percent of coop B students were negative here, compared to 16 percent of coop A.)

The question as to whether the entire curriculum appeared coordinated into a coherent program or not received the overwhelmingly favorable response of 43 percent to a high degree and 44 percent sometimes. Only 9 percent saw no coherence to the program.

Where the questionnaire turned directly to perceptions of course work, the responses were varied.

Did the language and culture course enable students to express themselves orally and in written form? Of all 257 students polled, 34 percent gave it the highest rating, 44 percent said it succeeded only sometimes, .d 7 percent were negative. Among coop A 85 percent were highly or moderately favorable and 84 percent less of coop B agreed.

Among business majors, 38 percent felt they had been well prepared in writing and speaking, 46 percent were more moderate, and 8 percent responded negatively.

Of the liberal arts majors, 86 percent responded to a high degree or sometimes, 4 percent were negative, and 10 percent did not respond.

When they were asked to rate the success of the classroom program in enabling students to "understand and appreciate literature from various cultures," one in four students gave the program the highest rating and 14 percent, the lowest rating. Of the business majors, 11 percent rated the program highly successful compared to 14 percent of the liberal arts majors, whereas 33 percent in liberal arts and 22 percent in business voted not at all.

As to whether the language and culture program developed student ability to "analyze, evaluate and/or produce works of creative art," 14 percent of all students polled responded negatively and little more than a quarter gave the highest rating. Among business and liberal arts majors, the perceptions were approximately the same as in the previous question.

The responses to the personality and society courses were more encouraging. Only 6 percent of all students gave negative opinions, while 42 percent were highly favorable on the question of development of understanding of self and others and the recognition of problems in the society in which they live.

In the Division of Natural Environment, the mathematics courses fared much better than the science courses.

Fully 45 percent of the liberal arts students and 40 percent of the business students endorsed the mathematics courses to a high degree. Only 22 percent of the business students and 31 percent of the liberal arts students felt as positive about the science courses. The percentages of not-at-all responses were much higher in science than in mathematics.

The two questions regarding business courses, one on the acquisition of skills related to specific jobs and the other on preparation for moving up the job ladder to management attracted 88 percent and 84 percent responses to a high degree or sometimes. Of the business majors, 60 percent felt that they had acquired skills related to specific jobs and 50 percent felt they were ready to move up toward management. Among liberal arts majors, the percentages were lower – 37 percent and 35 percent.

Observations

Within the Division of Cooperative Education at LaGuardia, the curriculum is divided into two aspects – preparation for work experience and ongoing supervision. In such elements as preparation for job interview, presentation of self, selection of work experience, and job placement, the college appears to have been quite successful.

In cooperative education much emphasis is placed on self-development, self-assessment and assuming responsibility. The program has built into it an awareness of the individual as regards readi-

ness, personal goals and personal desire, all of which are contributory to success. Special help and guidance is provided for those who seem unsure and unready. One of the assessment tools used in the Division requires that the student "has thought systematically and made a positive, thoughtful choice regarding his internship."

The course of study includes such devices as mock interviews, video tapings, etc., to prepare students for their actual experiences. They are also expected to prepare personal resumés, typed and ready for a prospective employer. Exercises of this kind could afford LaGuardia students an advantage over competition in the job market.

* * * * * * *

The concept of the Intensive as a form of learning sets tones for innovative and more relevant experiences. The Intensive is a depth study of a particular problem, a course with credits that meets every day for five days for the first week of each quarter. The concept is relatively new to the educational structure, and its implementation at LaGuardia represents one of the pioneer applications in a community college.

The interdisciplinary thrust of the Intensive toward blending the classroom with human experience provides the vehicle for individual development. Results of the questionnaire indicated that students responded more favorably to those courses which deviate from traditional lines. This is even more pronounced where the curriculum is innovative, especially in the Intensives.

With such a favorable start, LaGuardia College has the opportunity to "intensify the Intensives" and exploit this innovative strength further. This would allow those aspects of the academic disciplines that are devoted to mechanical definition and organization to become intrinsic elements. For instance, if an aim of certain courses is to

develop understanding and appreciation of other cultures, then the novel, play and short story can become vehicles because they bear on the lives of human beings.

The sciences, too, need to be integrated into the life existence of the student. This is admirably accomplished in the Intensive, but apparently is lost when the courses are allowed to become distinct experiences in the science disciplines. What effect would there be, for example, if physics were tied to computer technology and chemistry to the manufacture of plastics, or the disposal of polluting wastes? Or physics to the problems of urban traffic control, chemistry to narcotics control, biology to population control, just as mathematics is tied to the esthetics of art, design, architecture and nature in that Intensive.

The Division of Cooperative Education seems to come out in the best position insofar as student perception is concerned. Certainly it appears that the thing the college does best of all is prepare its students for their internships.

* * * * * * *

An examination of the academic review reports by the faculty to the dean and of course outlines provided by instructors reveals the division between more traditional content orientation and an urban problem, student-centered focus. Aims are expressed in terms of both; textbooks appear with the dual focus, as witnessed by a grammer workbook coupled with a modern black novelist, for example. Should the faculty find ways of divesting itself of academic preoccupation and explore with real meaning the implications of zeroing in on relevant studies?

With all of this, there is a much heavier weighting of student oriented, individualized, and interdisciplinary focus in the college academic program as a whole. It is the Intensives that provide the spur for broadening the structural base of most courses. This is by far the

most exciting innovation of the college. Most instructors report that their Intensives serve as vehicles for individualized, student-selected projects. This seems to set a base for the individualized supervision of work-internships that form the cornerstone of the Cooperative Education Program.

V. RECRUITMENT AND SELECTION OF STUDENTS

The major reason for establishing LaGuardia Community College in the Long Island City area was to provide a new community college that would meet the basic needs of the Borough of Queens. Queens is the fastest growing of New York City's five boroughs, is proportionally underrepresented in terms of community college seats, is easily accessible to many inner-city sections of New York, and meets the 1968 Master Plan criteria for locating a community college in or near an area of expanding minority populations, below-average family incomes, and above-average unemployment rates.

The goal for total enrollment for the first year was set at 450, primarily from Queens and particularly from the Long Island City area. Since the allocation of students was to be made through The City University of New York, it was anticipated the academic standing of those assigned to LaGuardia would be lower than those approved for enrollment in one of the four-year colleges. It was the hope, however, that most of the students at the new college would have listed it as their first choice. This was considered particularly important since the college's program was to include such unique features as work-study and a year-round calendar whose effectiveness required genuine acceptance and commitment on the part of students.

The Setting for Recruitment

With these goals and expectations in mind, the college developed a program for recruitment that took into consideration the factors –

both positive and negative — in its setting. These included:

- The broad curriculum being offered of liberal arts and sciences, business administration, business accounting, business management, data processing, secretarial sciences and the unique feature of being the first community college in the nation to require cooperative education (work-study) of its total enrollment.

- Allocation of students to be determined centrally by CUNY based on availability of space and preferences of students.

- Under the open admissions policy of CUNY, any high school graduate seeking higher education would have to be enrolled and provided all remedial and supportive services necessary to insure a successful educational experience.

- LaGuardia was a new college in every respect, which meant that everything about it was unknown and being explained for the first time — purpose, name, location, program, facilities, requirements, costs, extracurricular activities, etc. Prior to its opening, it could not provide such information as the composition of student body, class size, and faculty.

- Being a new college also meant that it could not receive, during the first year, referrals based on experience from guidance counselors, enrolled students or graduates, faculty or community agencies.

For whatever information was to be provided or was

sought, new materials and forms had to be developed and printed.

Steps in Enrolling the First Class

In this setting, the college took these steps to meet its goals for enrolling its first class:

- Appointed an experienced and highly qualified director of admissions, Mrs. Alice K. Adesman
- Accepted and completed a grant project entitled "Vocational Counseling and Program Development for Long Island City High School Students and Veterans," that enabled the Admissions Office to arrange 43 visits by LaGuardia counseling representatives to 23 high schools in Queens involving contacts with 1,600 students, 53 guidance counselors, and numerous teachers, administrators, and parents. Ten socioeconomic agencies of Queens and three major corporations were visited to exchange information of value to the enrollment of LaGuardia students. As part of the project, a Lay Advisory Board was established to help plan the enrollment policies and procedures for LaGuardia, including the development of information materials, programs in the schools and community, and the establishment of a Career Advisory Service at LaGuardia.
- An intensive recruiting campaign had a priority among college activities. Members of the staff accompanied admission services recruiters on visits to almost every high school in Queens. In addition, CUNY admissions personnel were encouraged to mention LaGuardia in visits to all high schools outside of Queens. The

college staff spoke at numerous PTA meetings and College Nights and met with college advisers and counselors. A letter was written to every college adviser in New York City, a second letter to all high school principals, and a third to 14,000 high school seniors. The last letter was coordinated with radio spots and ads in local newspapers.

- Broad publicity was gained about the new college throughout Queens and New York City in speeches by the college's administrative staff and through newspaper releases, in such papers as the New York Times. The purpose of these was to reach the parents and relatives of potential students for the college.

- A series of printed materials was developed pertaining to all aspects of the college's program, for use in mailings, interviews, meetings and publicity.

- To stimulate enthusiasm for attending LaGuardia and to lessen the number of students who might change their minds about enrolling, orientation sessions were held with prospective students in their high schools during the spring. Over 65 percent of the students eventually admitted to the college were directly contacted by a college representative in this manner. Comprehensive packets of information materials and forms to be completed were sent with letters to all students being offered admission to LaGuardia.

Results of the Recruitment-Enrollment Program

The high degree of consistency between the anticipated and the

actual enrollment in the freshman class indicates that the recruitment program was very effective. It substantiated the need for LaGuardia College in its present location and justified the planning that had to be done for facilities, curriculum and staff.

The college secured an appropriate number of students (over 500), the geographical source for the students was consistent with expectations (approximately 4 out of 5 from Queens), the ethnic distribution was consistent with expectations (approximately 3 out of 4 white), the academic standing was about what was expected (about 1 out of 3 above 75 average and 1 out of 3 below 70 average), the distribution of students in curriculums was consistent with expectations (adequate number in each specialization), the occupations of parents and family financial standing were about as expected (predominantly "blue collar") and, particularly gratifying, almost 2 out of 3 designating it as first choice.

The composition and characteristics of the freshman class, 1971-72, which enrolled at LaGuardia College are summarized as follows by the Office of Admissions:

> The statistics compiled were based on 537 matriculated freshmen who paid fees and registered for the fall term. This does not include paraprofessional students.
>
> I. The 537 freshmen represent a total of 98 public, private, and parochial schools.
>
> II. <u>Geographic Residency</u>

Queens	79.3%
Brooklyn	14.7%
New York City	3.7%
Bronx	1.7%
Out of State	0.06%

III. High School Breakdown

Queens	74.5%
Brooklyn	14.7%
New York City	7.4%
Bronx	0.9%
Out of State	0.9%
Out of City	0.7%
G. E. D.	0.7%

IV. Parochial High School Students 21.9%

V. Averages from High School

75% and above	30.7%
70% to 74%	38.5%
Below 70%	30.7%

VI. Allocation Breakdown - based on 520 students

1st choice	64.2%
2nd choice	13.5%
3rd choice	10.6%
4th choice	6.7%
5th choice	2.3%
6th choice	2.7%

Plus 17 transfer-in students

VII. Ethnic Distribution

White	71.5%
Black	18.6%
Puerto Rican	5.5%
Oriental	0.5%
Others	3.4%

VIII. Prior Graduates - Date of birth prior to 1950

Age range from 22 years of age to 46 years — Total 14 students

IX. Curriculum Breakdown

Accounting	65 students
Business Administration	80 students

Liberal Arts	180 students
Data Processing	73 students
Secretarial Sciences	106 students
Business Management	33 students

X. Total Number of Males and Females

42% males
58% females

XI. Occupations - Fathers

The larger number of occupations were listed for the following: - Foreman, Civil Service Worker, Truck Driver, Mechanic, Manager, Salesman, Laborer. The overwhelming number of occupations listed were Blue Collar Workers.

XII. Occupations - Mothers

The predominant occupation for mothers was Housewife, followed by Clerk, Factory Worker, Office Worker, Saleslady, etc.

XIII. Financial Aid

40% of the students share nearly $220,000 in Federal and State funds for the sole purpose of assisting them in their college education.

Student Interviews as a Measure of Effectiveness

To further appraise the effectiveness of the recruitment program and to measure the most influential activities for future impact, interviews were conducted with representative groups of students after they had attended LaGuardia for about eight months. From the interviews, these generalizations emerge:

- High school guidance counselors were the strongest influence on why students chose LaGuardia. The informational brochures contributed to their decision.
- The open house was useful in providing information

and support for the decision to attend LaGuardia. Newspaper stories helped.

- The students believe that the best ways to recruit future students are through high school guidance counselors, visits to high schools by current students and staff, open house at the college, and more extensive catalogs distributed to high school and other places where high school students congregate.

- When the students were considering enrollment at LaGuardia, they had great interest in:

  admissions requirements
  course of study
  grading system

  They had quite a bit of interest in:

  teaching staff
  opportunity for earning money
  schedule
  college facilities
  extracurricular activities
  average number of students per class
  careers after graduation
  cost
  opportunity for flexibility
  opportunity for personal attention
  opportunity for friendships

  They had some interest in:

  total enrollment in college
  background of students

- Prior to enrollment, they felt they had been provided with much information about:

  careers after graduation
  cost
  grading system

between much and some information about:

admissions requirements
course of study

some information about:

opportunity for earning money
schedule
college facilities
extracurricular activities
opportunity for personal attention
opportunity for friendships

between some and none about:

teaching staff
average number of students per class
background of students
opportunity for flexibility

none about the following:

total enrollment in college

- Everyone had received some explanation about the unique feature of cooperative education at LaGuardia but additional information would have been welcomed. In addition, they believe advance information should be provided about the all-year program, the prospects for earning money, and the transferability of credits to other institutions.

- Characteristics that impressed them and should be emphasized are the opportunity for self-direction, small class size, and the Cooperative Education Program. Worse than they expected has been the limited range of choices in courses available to them. They are also critical, generally, of the practicum course.

- They rated what they found at LaGuardia as compared to what they expected as follows:

  between better and about the same:

  student body
  cost

  about the same:

  faculty
  Cooperative Education Program
  schedule
  general spirit
  personal attention

  between about the same and less favorable:

  facilities

  less favorable:

  courses offered
  extracurricular

- Asked to rate the suitability of the student body for the kind of education program LaGuardia has been established to provide on a range of very well, well enough, not really, they unanimously indicated a rating of well enough.

- Asked to rate the suitability of the faculty on a similar scale, they unanimously indicated a rating of well enough.

Recruitment-Enrollment Program During Current School Year

The Admissions Office has utilized the major means for recruiting and enrolling students to a greater extent during the current school year than was possible prior to the opening of the college. Approximately 10,000 students were reached directly during the months

of October, November, and December of 1971 in high schools, at open house programs at LaGuardia, and in individual appointments in the Admissions Office. Extensive contacts have been made with teachers, college advisers, special counselors, Office of Admissions Services counselors of CUNY, parents and community agencies.

A feature of this year's activities has been the use of LaGuardia students in the recruitment programs at high schools and in the open house at the college, which was not possible during the previous year. The students played a prominent role in developing and administering the open house programs, including an evaluation of the programs by student leaders as to questions raised, topics discussed, effectiveness of the format.

During the second semester of the school year in 1972, a full range of activities are being carried out in all the high schools of Queens, as well as in other boroughs.

Observations and Recommendations

The recruitment-enrollment program at LaGuardia has been conceived soundly, is being carried out effectively and is producing results consistent with the purposes of the college. As the enrollment increases, many of the resources applied to the recruitment program — staff, materials, funds, space — must be proportionately increased.

Specific recommendations are offered in regard to message, materials, personnel and procedures.

Message. There should be greater emphasis on these points: LaGuardia is a college and therefore offers more expanded opportunities for self-direction than a high school.

- Cooperative education is a lively, rewarding experience in the real world, offering an opportunity to earn-while-you-learn.

- The LaGuardia program is a real breakthrough, and its graduates will be sought by other employers and by four-year colleges.
- Courses are characterized by small groups and free discussion, plus a new college offering new ideas for student activities without established cliques or traditions.
- A comfortable noncompetitive atmosphere with a student body of comparable aims, abilities and backgrounds, with a goal of learning rather than obtaining high-number grades.

Materials. There should be greater emphasis on publications that really reach and can be understood by the target audience of the kind of students being attracted to LaGuardia: visualization of the on-the-job cooperative education experiences and the classroom experiences of using modern equipment, holding small-group discussions, receiving personal advice, being part of friendly groups; a series of publications, each one showing the direct tie between the college experience and the career or advanced education it will lead to; course descriptions that are down to earth and reflect exciting, useful learning; and publications that are eye-catching in color and practical in format.

Personnel and Procedures. There should be greater use of highly motivated LaGuardia students and selected faculty members in all phases of the recruitment procedure. Similarly, there should be greater emphasis on involving the administration, faculty, student body and community groups in recruitment. This involves expanded orientation of all these people and maximum use of the successful materials and devices — from small groups to large open houses.

The recruitment-enrollment program at LaGuardia has accom-

plished many of its goals and is particularly commendable for such a new enterprise.

VI. STUDENT SERVICES, ADVISORY COMMITTEES, AND PUBLIC RELATIONS

Guidance for Cooperative Education

From the early stages of planning and development of LaGuardia College, there has been a distinct emphasis on student guidance. The "Blue Booklet" on Objectives and Programs stresses the work-study relationships in the college program and assures the student of the full support of the Division of Student Services.

The College Handbook for Professional Staff states that "the mortar for the program is the college's team counseling approach. Under the leadership of the Student Services staff, the team counseling approach aims to create the inter-personal support and human environment in which learning may flourish.

> "The three basic components of the LaGuardia program – formal instruction, cooperative internships, and student services and counseling – are interdependent. Each is designed and must be implemented with the others in mind for the total program to be successful."

The college's Master Plan 1972-1976 underscores the strong emphasis on serving the individual student. It lists four principal goals of the Student Services Division:

- Expansion and improvement of existing programs, services and staff
- Maintaining a spirit of community on the LaGuardia campus
- Creating an accessible and non-threatening environment for students

- Offering a variety of new programs that are responsive to the needs of the student population

Focus on Student Development

The basic purpose of the Division of Student Services is to aid LaGuardia students to achieve specific developmental goals essential to their academic and personal growth and successful integration into the adult community. The goals include:

- Accurately assessing personal interests and abilities
- Selecting an appropriate career
- Formulating an educational plan
- Implementing a career decision
- Preparing for marriage and family life
- Building leadership skills
- Maximizing individual growth

The Division serves problem-free students as well as those who need remedial aid. The concept of student development is that all students must achieve the goals listed above, and that this can be accomplished through professional guidance. Students whose functioning is impaired receive individualized help, but without the threatening connotation that they are unique.

The student's first contact with LaGuardia is through the Division's Office of Admissions and through its orientation program. It is through the Division's financial aid function that many students are able to determine whether they can afford higher education. Student Services also sponsors the whole range of extracurricular activities — clubs, social events, athletics — as well as the process of student government and student participation in the governance of the college. The Division also provides health services concerned with the student's

physical and emotional health as well as drug abuse problems.

The Division's involvement with the student and his personal plans brings it in frequent contact with the Division of Cooperative Education, which emphasizes career plans. In recognition of their interrelated responsibilities, the two divisions have jointly planned a Career Advisory Center.

Team Counseling

At the heart of the Division's offerings is its team counseling program. Each team consists of an instructional faculty member, a coop coordinator, a Student Services counselor and approximately 25 students. The three staff members work jointly to develop a coherent and responsible counseling program.

Each team is scheduled to meet one period weekly. That time frame, however, may be used in various ways — for full group meetings, small group sessions, individual interviews under the leadership of one, two or all the staff, or as a student-led meeting. The total team effort is coordinated by the Student Services staff member.

In addition to the director of counseling there are four full-time day counselors and one evening counselor. Others on the college staff, such as the chaplain, give part-time assistance in counseling.

A noteworthy characteristic of the counseling program is that it seeks to facilitate the development of all students instead of only dealing with those who have encountered significant problems. Student development is facilitated through weekly advisory group sessions. All students are assigned to these groups, each of which has 15 members. The groups are coordinated by counselors who are aided by representatives of other critical segments of the college community — teaching faculty advisers and cooperative education coordinators. The composition of the advisory group professional team insures that each student receives

coordinated and accurate advice and counseling about academic matters and cooperative education internships.

The weekly group sessions help students become oriented to college, arrive at realistic career decisions, and plan and register for the appropriate courses necessary for earning an associate degree related to their post-LaGuardia expectations.

Group discussions, film or video tape presentations, role playing and other techniques are used to maximize student acquisition of the skills, knowledge and activities necessary for successful college and post-college experiences.

These group activities are supplemented, as needed, by individual sessions with counselors. Where appropriate, counselors administer and interpret psychometric tests, assist students in obtaining vocational information at the college's Career Advisory Center and provide individualized academic, career and personal assistance. When deemed desirable, counselors make referrals to on-campus financial aid, to remedial, psychological or health personnel or to off-campus helping agencies.

In addition to providing these services, the counseling staff is responsible for alerting the academic divisions about classroom problem areas that are identified by significant numbers of students during the advisory sessions.

A carefully chosen achievement test was given to students prior to entrance for purposes of sectioning and identifying remediation needs. Students are retested toward the end of the year to determine progress.

The Career Advisory Center

The Career Advisory Center is funded by a small grant as a result of one of the proposals initiated by the planning advisory committee of district school personnel and students. There are two staff

members, the director and one career counselor. Both are competent educational and vocational counselors. A growing library of educational and occupational information is being collected and used.

The center works very closely with Student Services counselors, cooperative education coordinators and other faculty members. It provides assistance and information on occupational and educational opportunities, how to choose and prepare for a career, techniques of job hunting and interviewing, how to take stock of skills and experience by a resumé, and how to prepare for the world of work. Center staff members visit five area high schools on a regular basis to complement vocational guidance programs in these schools. They have hopes that the center may be able to do this in all 22 high schools of the borough. They also look forward to making their assitance available for adults in the community.

This type of program is of proven worth in New York City. The YMCA, B'nai B'rith and other private agencies have for years given excellent career counseling service to a limited clientele in Manhattan. In past years, adult counseling services, funded by vocational education funds, helped many adults in the neighborhoods of the high schools in which they operated. The present service at the college is staffed to serve students, including veterans, and a limited number of high schools. With moderate expansion the service could be very useful in assisting to increase human potential and manpower resources of the borough.

Other people participating on the counseling teams and also working closely with the Career Advisory Center are the cooperative education coordinators. They contribute a definite guidance role in their internship placement and internship supervisory contact with students.

Admissions - Financial Aid

The orientation packet sent to admitted students contains information on financial aid. Students are encouraged to submit the appli-

cation for aid included in the packet.

In the class entering in the fall of 1971, 80 percent of the students applied for aid, and 45 percent are receiving aid. During the summer, the director of financial aid was assisted by two extra staff people in interviewing applicants.

The director expects a greater need for aid as the enrollment increases. He is well aware of possible sources but funds are limited. Because of his concern that students use funds wisely, he has initiated advisory hour modules on money management. This is especially important, the director thinks, because most students are children of blue-collar workers who had not previously made plans for their children going to college. The director also is pushing the concept that students on aid will get assistance for the terms prior to internship, but during internship they should accumulate funds for the next term back at the college.

There is a student bank in the Financial Aid Office where small sums of money are available to students on loan in case of emergency, such as a lost wallet. Now, during the year, the Aid Office is in contact with high school counselors regarding needy students applying for the fall term. Aid also is available to needy veterans until government funds start coming.

Health Services

The director of health services is a psychologist employed on a part-time basis by the college. There is a full-time college nurse, an evening nurse, a Health Service intern and a physician who comes three hours per week.

The health services program has two principle objectives: to care for students and staff members in the event of physical discomfort or emergency and to provide an open and accessible service environment where students will feel free to discuss their problems and concerns in such areas as sex, courtship, marriage, pregnancy, drug and alcohol

abuse, and weight control.

The spirit of this program is best conveyed by the flyer, What is Health Services?

"What is Health Services?

> Health Services is a place to rap if you have a problem. (Or just a place to rap).
>
> Health Services is the place to come for: REFERRALS for Abortions, Birth Control, Pregnancy tests, Any Physical Check-ups, Therapeutic Communities, Methodone Programs, Medicaid, Sickle Cell Tests, Etc. EVERYTHING IS CONFIDENTIAL – (even from parents if so desired)
>
> Come to Health Services: To report any EMERGENCY, for FIRST-AID, for a rest if you don't feel well."

The college nurse sees the program as having three parts – first aid, preventive and counseling. A health fair was held at the college; 100 students were tested for sickle cell anemia; the drug abuse program includes male and female ex-addicts as resource persons in advisory hour; a student manned hot-line is in the works, and there is a deja vu student-manned center for student-to-student counseling. The college nurse meets weekly with the director of counseling and has many contacts with other counselors. Students are self-referred or are referred to the Health Service by other faculty members. The nurse, in turn, may refer students to others in the college or to community resources. The nurse sponsors the College Weight Watchers Club.

Psychological services available include diagnostic interviews, crisis intervention, temporary supportive psychotherapy, and referral.

Student Activities

The director of student activities lists three phases of this program, student government, social activities and recreational activities.

In the development of any of these phases or activities within them, there has been much use of student initiative and involvement. Other college staff members are involved as sponsors and activity advisers.

By February of the first year of operation, student elections were held for student government. This body approves of activity groups and their use of student activity funds. Clubs have been formed, among them Weight Watchers, Spanish, Film and Modern Dance clubs.

A large recreational area in the college is being used for such activities as basketball, ping-pong, tennis, volleyball, and handball. In some sports there are club teams; in others the competition is on an informal basis. The recreational area is open in the evening.

The director of student activities has student part-time help. She is hoping for some professional assistance in the recreational activity phase of the program. Student lounges and cafeteria are included in the student activities area. The Activities Office issues a periodic bulletin of announcements and news notes.

Advisory Committees

One of the early preoperational publications of the college, the so-called Blue Booklet detailing objectives and programs, contained a section on plans for setting up college advisory committees. The intention was to establish advisory committees composed of professional people and other qualified citizens in the community to meet on a regular basis with the faculty, students and administrative staff to provide a continual interchange of ideas and monitoring of each curriculum in relation to the practical needs of the profession. There was to be a committee for each curriculum and program the college offered, and a general advisory committee to the cooperative education program composed of representatives of the largest employers of the students. These company members were to be asked to provide ongoing evaluation, from the employers' point of view, of the entire cooperative education effort.

In the planning stage two advisory committees functioned in assisting the planning staff. One of these committees was made up of representatives from community business and industry corporations. The other had members from district and local school levels, including students.

From their assessment of needs these committees recommended five different projects. Only one of these, however, was funded – the Career Advisory Center. These committees apparently were considered as ad hoc groups and have not continued to function.

In the Second Progress Report to the Middle States Association of Colleges (covering November 1970-April 1971) an advisory committee to the Educational Associate Program was listed. Otherwise, the report indicated that "curricula and program advisory committees have not been formed as yet. Since the college is still new to the community, it is difficult to identify those individuals who would be the most useful members of advisory committees."

The Master Plan 1972-1976 again announces that "advisory committees will be established ... etc." but agenda items of cooperative education staff meetings through April 3, 1972, indicate that the matter of the advisory committee(s) had not yet received attention.

Public Relations

According to the "College Handbook for Professional Staff," the office of the president has the responsibility for the college's relations with its community.

Another section of the handbook states "the Assistant to the President for Communications is responsible for establishing effective two-way communications programs between the college and its various constituencies, which include faculty, students, staff, government and community. The objectives are to achieve a clear and distinct identity

and to secure continued respect and support for the college."

Communications of college officers with faculty and relationships among the faculty at LaGuardia give every appearance of being free and open. This tone is set by the president. For orientation of faculty to college objectives, policies, programs, and procedures, a "College Handbook for Professional Staff" was prepared. A summer workshop was held for faculty orientation. Interdivisional meetings have been held, divisional staff meeting minutes have been exchanged. There have been numerous occasions of staff members of one division participating in activities conducted by another division. Individual contacts between staff members are frequent and open.

The first-year students interviewed at LaGuardia had all become acquainted with the college as high school students. They had heard about it from their counselors and/or from a LaGuardia staff member and had read pamphlet material describing the new cooperative education idea for all students. Most of the students interviewed mentioned this idea as the feature that had attracted them to apply. The high percent of entering students for whom LaGuardia was first choice in 1971, and the 80 percent for whom it appears to be first choice in 1972, attest to the attractiveness of the cooperative education idea.

For students attending this year, an "Interim Information Bulletin" has been published. In addition, course description and schedule of classes pamphlets have been issued. A college catalog was published this spring. The campus activities office issues a periodic bulletin of announcements, news notes, job openings and activity calendar items. The Career Advisory Center has issued an attractive descriptive pamphlet. There are many bulletin boards in halls, lounges and cafeteria.

The college offers its facilities to community groups for meetings. High school counselors from the district have met there with

college and union representatives. Open house affairs have been held for entering and prospective students. A parents' open house was planned for May and a Community Day was projected. These open house days include tours, information centers and mingling with the faculty. A Parents Day was projected for the summer for parents of students entering in the fall of 1972.

A number of attractive pamphlets describing the continuing education program and such institutes as Management Leadership Workshop and Spanish for Supervisors have been distributed widely throughout the community. One indication of the effectiveness of this program and the communications about it is the increase in one term, from about 100 to over 400 adults registered.

The college has ordered an offset press. With this press, the assistant in communications anticipates an even more effective program of publications. One addition may be an inhouse newsletter.

Local newspapers have been very cooperative in printing news releases and pictures about the college. City University releases have carried LaGuardia items. Examples of a wider and favorable press include several articles in the New York Times, and a reference in the New York magazine.

Observations and Recommendations

Student Services. Most schools and colleges will ask their prospective students, "What do you know? What do you wish to study? How well will you do?" LaGuardia's approach is, "Who am I? What do I want to do? What do I do best?" LaGuardia seems to be trying to give the learner at least an equal place with what is to be learned. The primary focus is on the learner as a developing individual – developing educationally, personally, socially and in his ability to make and implement career decisions.

Guidance and Counseling. The Student Services staff members appear to be professionally competent, innovative and committed. The program is well coordinated and related to other college programs, high school and community resources.

The counseling team model – the advisory hour – is a unique and very promising activity to bring guidance information and assistance to all students. In addition, it is an excellent screening device for individual counseling. The advisory hour has great potential for blending, coordinating, and enhancing the educational, personal, social and career development of all students.

The cooperating high school program is another unique and promising activity to bring more articulation in the student's education, for recruiting and orienting prospective students and for complementing the guidance efforts of the high schools.

The Career Advisory Center is an important service, directly to students, veterans and other adults, and, in support of the work of counselors and coordinators in the college and of counselors in high schools. The guidance role of the cooperative education coordinators as members of the counseling teams is an important asset of the Career Advisory Center. In addition, the coordinators contribute a definite guidance role in their internship placement and internship supervisory contacts with students. They, and practicum facilitators, likewise, have active and important contributions to make in the career development of students. It should be noted that one college staff member is spending part-time working up a placement program for graduates. This program may become one of the phases of the Career Advisory Center's function. As LaGuardia students get into their second year and begin to approach graduation, the placement function will become very important. It should be well integrated with the work of the coordinators, counselors and Career Advisory Center.

Financial Aid. This is a well run program. Increasing enrollments will bring an increasing need for funds. The director will have to continue to use his ingenuity in seeking fund sources and in helping students make best use of grants, work-study funds, loans and combinations of these kinds of aids. One of the unique aspects of the financial aid program is its emphasis on good money management by students, including the use of internship earnings in support of the next term's expenses.

Health Services are very responsive to student needs and problems. The Health Services program is another example of a young but vigorous program, developing in response to student needs. It should proceed in this direction, with the imagination and vigor of its early stages continuing to stimulate its further development.

Student Activities. The developmental emphasis is one of responding to student interests in social and recreational activities. Students are active in planning and participating and prefer participation to spectatorship.

Advisory Committees. The college was wise in its initial use of the two ad hoc advisory committees in the planning stage, but the college should not rush into advisory committe actions. Other important community contacts, with leaders, employers, school authorities, parents, agencies and organizations, have been initiated. Many college officers and staff members are out in the community, and individuals and groups are coming to the college. At this stage at least, these kinds of community contacts to identify needs are more important than infrequent contacts with a more limited number of advisory persons.

It is also suggested that in using advisory groups the college continue to consider the advantages of ad hoc task oriented committees. Such groups can provide for more relevant representation for consider-

ation of specific problems. They often have a fresher and more vigorous approach to assignments than may be true of committees of long standing.

Public Relations. Public relations and communications are coordinated by an assistant to the president.

General Commentary

As enrollment increases and increased staffing in Student Services is indicated, continuing attention should be given to the increasing use of trained students to provide many "peer" level services in high schools and in the college.

The coordinate Student Services model developed at LaGuardia, including the team counseling contributions, the Career Advisory Center resource and the innovative, responsive and evaluative developments in each part of Student Services, merits the close attention of other higher education institutions throughout New York State and the nation.

VII. EVALUATION: THE COLLEGE MEASURES ITS PROGRESS

In the short time LaGuardia Community College has been operational, it has demonstrated concern about measuring its strengths and weaknesses. As in most colleges, there is no single document defining procedures and tools for evaluation at LaGuardia, but there is clear evidence that the college personnel are determined to achieve established goals and to modify instructional shortcomings.

To prepare such a document a study team examined the evaluation processes of the college through consultation with administrators and faculty members and analyzed documents and reports. Evaluative activities were then related to the goals and objectives of the college.

Although the prime focus of this report is the unique cooperative education program at the college, the evaluation phase of the operation has been carefully interwoven with the academic and vocational classroom activities. Accordingly, it is impossible to examine cooperative education without noting evaluation procedures for the entire college.

Major College Evaluation Projects

Three major evaluation projects at the college are in various stages of completion. They involve the Middle States Association of Colleges and Secondary Schools, the CUNY central administration, and a team of consultants working with the Division of Instruction.

The college is in the early stages of evaluation by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. A Middle States team first visited the college in November 1970, and consultants from the Association have since provided valuable advisory services. The college will apply for candidate status after June 1972, and will be eligible for full accreditation after two years of operation. This means no sooner than June 1973.

Three progress reports have been submitted to the Middle States Association and each has been accepted as evidence of satisfactory movement toward accreditation. As a result, the college has examined such matters as its procedures for remediation of basic skills, the advisory team concept, the practicums created to supplement the work-study curriculums, and activities for integration of classwork with the library. It has been reminded of the inadequacies of space and materials in the library.

Both faculty and students have been involved in evaluation of the first term in 1971-72. This evaluation will be repeated near the end of the second term. This process, plus use of standardized tests, has produced evidence that a majority of entering freshmen need improve-

ment in basic academic skills and library usage skills. (More than 40 percent are reading below the 10th grade level). Courses which were created to satisfy these needs are analyzed and improved regularly. The cooperative work program is currently being subjected to critical evaluation by students, faculty and administration.

A second major evaluation effort can be found in the CUNY central administration quarterly reports on open enrollment and other major goals of the college. These reports show steady progress toward assuring enrollment of the type of students for which the college was created. The reports also provide data demonstrating the college's service to the local and larger community which it serves. For example, 30.7 percent of its current enrollment consists of students with high school averages below 70 percent. Competitive admissions standards in many colleges would deny these students entry into higher education.

Student attrition is also carefully analyzed. As of this spring, LaGuardia had one of the lowest attrition rates of the seven community colleges in the city. This rate of 39.2 percent, however, indicates the need to press continually for a lower rate of loss of students.

A third major all-college effort to assess strengths and weaknesses has been the involvement of a six-member team of outside consultants with the Division of Instruction to examine and improve the formal academic program. This effort is expected to have major impact as the college will be measured, in part, by its ability to place its graduates in senior colleges.

The Role of Institutional Research in Evaluation

The concern of the college for evaluation is most evident in the office of institutional research. Here, staffing, equipment availability, supporting services, and scope of activities blend in efforts that are bound to produce useful evaluation data.

This office is responsible for data collection for all reports to agencies such as Middle States Association, CUNY headquarters, the New York State Education Department and the Federal Government. It participates in the New York State Higher Education Data System and its counterpart at the national level. Its activities include:

1. Collecting data on each student, providing information on student attrition causes, attendance, changes in socioeconomic status, influence of the educational program on initial job placement and long-range employment, improvement in basic skills, and attitude changes

2. Analyzing cooperative arrangements with other colleges to enable students to take advantage of the unique program of all of the city's community colleges and to avoid duplication of programs at the local college level.

3. Analyzing admission tests, resulting in the reduction in number of tests and elimination of duplicating tests and providing better diagnostic information

4. Assisting in the preparation of tools for evaluation by all departments of the colleges including rating scales, inventories, questionnaires, etc.

5. Identifying labor needs and the changing labor market in Greater New York as a basis for program development and to prevent training students for nonexistent jobs. Evaluation strategies include direct contact with employers, labor unions, and public employment agencies. For instance:

Journalism - There appear to be good employment opportunities for reporters, technical writers and broadcast journalists.

Graphic Arts - There will be an increased demand for paste-up and mechanical artists, printers, technicians in the processes and methods of reproduction, and middle and top level management personnel.

6. Analyzing entry tests in basic skills as a basis for instruction and analyzing followup tests as a measure of improvement

Questions will be asked concerning the impact of the college on students and community, success of new educational methods and programs, attitudes of students and staff members, relationships of the college with CUNY and with other outside agencies, and the effectiveness of college organization and governance.

Evaluation of the Cooperative Education Program

The cooperative education theme is not a recent invention, although the application of this approach to higher education at LaGuardia is designed to explore some new frontiers. The college sought to take advantage of current trends and historical knowledge by involving directly the "giant" in this field, J. Dudley Dawson. Mr. Dawson, Dean Emeritus of the Cooperative College at Antioch, was an adviser to the college during its planning and developmental stages.

As is common in the development of many educational institutions, programs are designed to conform with broad goals and objectives. When the college is ready to operate and evaluation becomes a necessity, these goals and objectives must be defined more clearly and more specifically.

Such is the case at LaGuardia. Many subdivisions of the college are engaged in the search for more specific objectives. The term "behavioral objectives" appears often in the records of various committees. College representatives attend conferences provided by outside agencies seeking similar information. An example is the Education Service Center for Occupational Education (ESCOE). Efforts toward pinpointing measurable objectives seem certain to continue.

Evaluative activities in the cooperative education program include:

1. Analyzing the job development process to assure suitable internship experience for students
2. Reviewing attendance data at academic instructional sessions, job and seminars. One of the goals here is to reduce student attrition
3. Evaluating job experiences by each of the participants, i.e., advisers, counselors, students, employers, etc.
4. Creating an Industrial Advisory Committee recruited from business and industry to provide information and evaluation for curriculum development

Evaluation activities are apparent in the area of internship job development, advisement programs for job placement and evaluation of the actual work experience. Here are some examples:

Job Development

Over 200 students are now employed after painstaking effort to locate adequate placement opportunities. The impact of the nation's high unemployment rate at the

time dimmed some prospective opportunities and made others uncertain. Problems also arose in trying to modify jobs some students currently held to fit the criteria of acceptability established by the college for internships. Some liberal arts students were disenchanted with job placement. As a result, alternates have been considered including unpaid jobs in social work agencies.

One of the major goals of the internship experience was to make available to students the opportunity to earn money to enable them to continue in higher education. This effort appears to be successful, for a large number of the students are receiving income from these sources.

Advisement Programs for Job Placement

The preparation of students for job entry skills was carefully planned and was subjected to practical application. To be placed in a work experience the student progressed through a series of experiences to certify his readiness for employment. These included preparation of a job resumè, a practice interview, demonstration of interest in the job, attainment of job skills and demonstration of an understanding of the student's obligations to the LaGuardia program.

Each of these has been subjected to evaluation by both students and faculty. The evaluation showed the students – in general – were willing to participate constructively in mock interviews, but some of them took their required attendance in these

experiences lightly.

Resumés and completed job application forms have been evaluated carefully. After actual interviews followup conferences are conducted with students to determine positive and negative reaction, of the student.

Evaluation of the Actual Work Experience

The actual work experience of a student is evaluated by the employer, the student and the LaGuardia job coordinator. The student not only completes his self-evaluation but evaluates the experience itself as a guide to future use of that job by the college. The college coordinator also evaluates the firm's acceptability as a source of internship opportunities.

The employer evaluation attempts to measure the student's day-to-day performance on the job, the amount of growth that has taken place as a result of the work experience, and whether the student might be considered at some time in the future for a full-time position by that employer.

The coordinator's evaluation looks for such things as change in responsibilities of the student on the job, attitude toward the work situation and fellow employees, and the quality of work done by the student.

The student evaluation enables the student to describe the internship and give his side of the story.

Other Evaluation Activities of the College

The college has an established procedure for the evaluation of faculty, administrators and staff in general. These procedures are clearly delineated in the faculty handbook.

The college conducts an extensive program of recruitment of

high school students for admission to LaGuardia. The success of this program is measured by followup statistics from admission data.

The advisory team approach to student counseling has been subjected to intense review as a result of low attendance. The result is new efforts to improve content of sessions and orientation of students.

To evaluate the strengths and weaknesses of the Intensives faculty comment, student interviews and questionnaires have been used. The Intensives are instructional experiences focusing on major current problems, i.e., urban subculture, violence in American art and culture, and history of the Vietnam war.

A questionnaire has been sent to all students asking for opinions concerning such diverse activities and functions as the Intensives, the value of secretarial lab courses, the attitude of the faculty and administration toward students, and the adequacy of the student lounge area. In addition, half of the student body will be personally interviewed to examine their responses in greater depth.

The divisions of the college have developed internal criteria for use in evaluating their functional performance and services.

Observations

Although there is no standard or tailor-made package of evaluation procedures for LaGuardia College, the college has clearly indicated a serious concern and strong desire to find answers to the question, "How successful are we?"

The operational activities of the college were barely launched when they were subjected to careful review. The college has shown its willingness not only to listen to whatever feedback it can obtain, but also create machinery to amplify the feedback, whether it be favorable or unfavorable, and this is a big step in the right direction.

VIII. SUMMARY

LaGuardia Community College is a young college – so young it has functioned for only one academic year. It has a new and exciting mission of combining classroom study and actual work experience under the innovative concept of cooperative education. It has an enthusiastic young administration and faculty dedicated to fulfill the goals set for it under the cooperative format. It has a responsive student body eager for motivation and guidance and seeking the way for self-development and career orientation.

Outstanding among the many innovative features of the college and its resources is the Intensive as a form of learning. As this report shows, the Intensive provides a relevant experience for the student and is the most stimulating feature of the new institution. Further development of the Intensive should be considered in other academic disciplines wherever appropriate.

The LaGuardia curriculum has a base that is traditionally academic but made adaptable to the demands of the cooperative concept. The curriculum needs further development and perhaps even modification, but in any event it should be geared closely to the interrelationship between the academic and the supervisory services.

Team counseling has proved itself in many ways at LaGuardia, and this should be further developed to attain its full potential in blending and coordinating all aspects of the students' academic, professional, and social life.

There is a pronounced need for additional funding sources to aid the financially pressed student. This pressure will grow as the enrollment expands. The coop program is off to such a fine start at LaGuardia that it cannot afford to be stunted by financial restrictions in the future. The college needs a full-time director of State, Federal and foundation

grants to solicit grants and awards for the coop program. Currently this responsibility is handled by an administrative staff member who has other duties as well.

Recruitment methods need to be more comprehensive, although the activities have covered a wide range. The resources and materials already established or partially tapped should be exploited to the maximum, and everyone should join the recruitment campaign — faculty, students and the community — with meaningful orientation.

The college should continue to seek ways to evaluate the degree to which it is meeting its goals and objectives, and it should keep itself sufficiently flexible to be able to adjust and revise the means by which it strives to attain these goals.

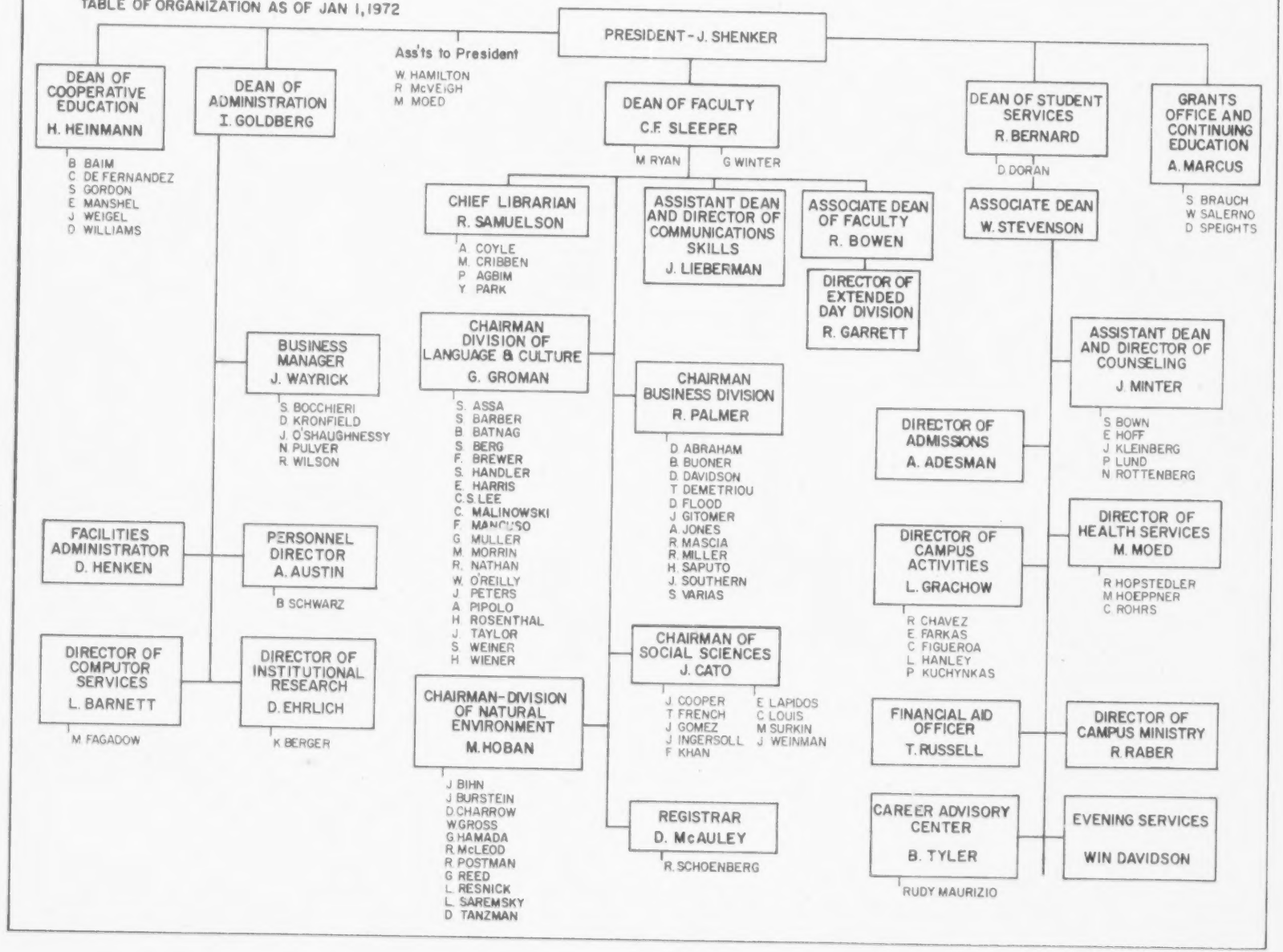
In some respects LaGuardia is in a position to become a showcase for cooperative education that could serve as a model for other community colleges. LaGuardia has tailored its format to the physical setting and environmental requirements of Long Island City and the Borough of Queens, but its focus and programs could be adopted by other colleges and modified to fit the requirements of their respective localities and charter.

More significantly, LaGuardia's commendable start in making a substantial contribution to education in New York City — with the promise of more and better things ahead — should merit close study by education authorities in other major U.S. metropolitan areas. If LaGuardia can achieve a fair measure of its goals and objectives in a heavily industrial mixed-population center-core area of the nation's largest urban metropolis, the pattern should be attractive to the center-core areas of Chicago, Washington, St. Louis, Los Angeles and other densely populated urban centers.

APPENDIX A

FIORELLO H. LaGUARDIA COMMUNITY COLLEGE

TABLE OF ORGANIZATION AS OF JAN 1, 1972



APPENDIX B

LAGUARDIA COMMUNITY COLLEGE SURVEY

GOALS AND OBJECTIVES OF COOPERATIVE EDUCATION

The New York State Education Department and LaGuardia Community College are vitally interested in the improvement of the educational programs available to students. An independent team of educators from throughout New York State is studying the COOPERATIVE EDUCATION PROGRAM at your new community college.

You the students, the faculty, and the administrators can be of service. Your in-put regarding the goals and objectives (as you view them) is needed. Please return this questionnaire as quickly as possible.

This questionnaire is designed to determine whether faculty, administrators, and students at LaGuardia Community College see the college as fulfilling the goals it has set for itself in its planning documents and other publications.

General Directions:

A. Complete the questionnaire and return it in the stamped, pre-addressed envelope provided. Do NOT sign your name anywhere on the form or envelope.

B. Indicate by a check your position.

1.	Faculty	1. _____
2.	Student	2. _____
3.	Administrator	3. _____

C. Indicate by a check your area of specialization.

1.	Cooperative Education Faculty	1. _____
2.	Student Personnel Faculty	2. _____
3.	Social Science Faculty	3. _____

4.	Mathematic or Physical Science Faculty	4. ____
5.	Language Arts Faculty	5. ____
6.	Business Faculty	6. ____
7.	Business Major (student)	7. ____
8.	Liberal Arts Major (student)	8. ____
9.	Other _____ (name)	9. ____

I. Purposes for Attending LaGuardia Community College:

Check the statement which describes the LaGuardia Community College's COOPERATIVE EDUCATION students reason for attending this college. Check only ONE.

1.	Prepare for a particular career.	1. ____
2.	Prepare himself for continued education at a four year school.	2. ____
3.	Other (describe) _____ _____ _____	3. ____

PLEASE ANSWER ALL QUESTIONS

The columns at the right are designated NOT AT ALL, SOMETIMES, and HIGH DEGREE. All of the following items may be answered by checking the appropriate response column next to the number corresponding to the statement.

II. General Purposes of the Institution:

How well do you think COOPERATIVE EDUCATION at LaGuardia Community College presently fulfills each of the goals listed below? Place a CHECK (✓ or X) mark in the column whose heading most closely represents your responses.

		NOT AT ALL	SOMETIMES	HIGH DEGREE
1. Classroom learning is directly related to work experience.	1.			
2. The classroom program provides traditional academic foundations of learning.	2.			
3. The classroom program concerns itself with the real requirements of urban living and enjoyment.	3.			
4. The college sets up learning situations outside the academic setting using city resources.	4.			
5. Student guidance, classroom instruction, and work experience are coordinated into a coherent program.	5.			

III. Specific Objectives of COOPERATIVE EDUCATION:

Below are four statements describing the specific objectives of COOPERATIVE EDUCATION. Indicate to what degree the present COOPERATIVE EDUCATION Program is achieving these objectives. Continue to place a CHECK (✓ or X) under the most appropriate heading.

6. Work experience will be widely varied to provide a broad framework for making career choices.	6.			

	NOT AT ALL	SOMETIMES	HIGH DEGREE
7. The Cooperative work experience will help the student develop long-range career plans. 7.			
8. The college defines an academic program which will relate to specific career choices. 8.			
9. The academic program aids students in obtaining and refining marketable skills. 9.			
Evaluate the eight goals below to indicate how well the procedures used in the present COOPERATIVE EDUCATION PROGRAM are functioning. Continue to place a CHECK (✓ or X) under the most appropriate heading.			
10. Students are specifically prepared for work experience. 10.			
11. The COOPERATIVE EDUCATION PROGRAM provides each student with the greatest benefit possible from his work experience. 11.			
12. The success and relevancy of each student's work experience is analyzed and evaluated on a regular basis. 12.			

	NOT AT ALL	SOMETIMES	HIGH DEGREE
13. The COOPERATIVE EDUCATION PROGRAM interests and activities involves employers in the work experience. 13.			
14. The COOPERATIVE EDUCATION PROGRAM interests and activities involves academic faculty in the cooperative program. 14.			
15. The COOPERATIVE EDUCATION PROGRAM has a procedure for getting feedback from students about the program. 15.			
16. The COOPERATIVE EDUCATION PROGRAM has a procedure for getting feedback about the program from faculty. 16.			
17. The COOPERATIVE EDUCATION PROGRAM has a procedure for getting feedback from employers. 17.			
IV. Course Objectives: Indicate to what degree each of the following statements of course objectives are reflected in the COOPERATIVE EDUCATION coursework now offered at LaGuardia Community College.			

A. Language and Culture

Language and Culture enables COOPERATIVE EDUCATION students to:

		NOT AT ALL	SOMETIMES	HIGH DEGREE
18. Express themselves orally and in written form.	18.			
19. Understand and appreciate literature from various cultures.	19.			
20. Analyze, evaluate and/or produce works of creative art.	20.			

B. Personality and Society helps the COOPERATIVE EDUCATION student to:

21. Understand himself and others better.	21.			
22. Recognize the problems of the society in which he lives.	22.			

C. Natural Environment

23. Mathematics enables COOPERATIVE EDUCATION students to handle mathematical symbols and functions.	23.			

	NOT AT ALL	SOMETIMES	HIGH DEGREE
24. Science enables the COOPERATIVE EDUCATION students to apply basic understandings of physical and other life sciences to his own life. 24.			
D. Business Business courses help the COOPERATIVE EDUCATION students to: 25. Acquire skills related to specific jobs. 25.			
26. Prepare to move up the job ladder to management. 26.			
V. Career Education A. The career Orientation program as it is now operating at the LaGuardia Community College provides the COOPERATIVE EDUCATION student with: 27. Knowledge of many career opportunities in the world of work. 27.			
Aids in defining and evaluating his vocational: 28. aptitudes 28.			
29. interests 29.			
30. skills 30.			

		NOT AT ALL	SOMETIMES	HIGH DEGREE
31. goals	31.			
Preparation for:				
32. Locating job openings.	32.			
33. Peforming well in job interviews, etc.	33.			
34. Making a wise decision of which job to accept.	34.			
B. The Internship				
The COOPERATIVE EDUCATION student is provided with:				
35. Direct experience in a selected job area.	35.			
36. Experiences which further develop, apply and reinforce his job skills.	36.			
37. Opportunity to earn money in a way which supplements and enriches his education.	37.			

APPENDIX C

RESULTS OF THE STUDY

Table I - General Purposes of the Institution

	NOT AT ALL	SOMETIMES	HIGH DEGREE
1. Classroom learning is directly related to work experience.	21%	67%	12%
	62	199	37
2. The Classroom program provides traditional academic foundations of learning.	7%	56%	36%
	21	167	97
3. The classroom program concerns itself with the real requirements of urban living and enjoyment.	18%	65%	16%
	54	191	47
4. The college sets up learning situations outside the academic setting using city resources.	11%	56%	35%
	34	166	93
5. Student guidance, classroom instruction, and work experience are coordinated into a coherent program.	9%	45%	42%
	27	136	124

Table II - Specific Objectives of Cooperative Education

	NOT AT ALL	SOMETIMES	HIGH DEGREE
6. Work experience will be widely varied to provide a broad framework for making career choices.	5%	39%	51%
	17	115	152
7. The Cooperative work experience will help the student develop long-range career plans.	5%	41%	52%
	17	123	155
8. The college defines an academic program which will relate to specific career choices.	7%	54%	43%
	21	160	109
9. The academic program aids students in obtaining and refining marketable skills.	4%	55%	39%
	13	162	116
10. Students are specifically prepared for work experience.	14%	67%	56%
	41	184	169
11. The COOPERATIVE EDUCATION PROGRAM provides each student with the greatest benefit possible from his work experience.	10%	56%	31%
	30	167	92
12. The success and relevancy of each student's work experience is analyzed and evaluated on a regular basis.	11%	44%	38%
	32	130	113

Table II (Cont'd)

	NOT AT ALL	SOMETIMES	HIGH DEGREE
13. The COOPERATIVE EDUCATION PROGRAM interests and activities involves employers in the work experience.	9%	45%	39%
	26	135	116
14. The COOPERATIVE EDUCATION PROGRAM interests and activities involves academic faculty in the cooperative program.	8%	55%	37%
	24	163	96
15. The COOPERATIVE EDUCATION PROGRAM has a procedure for getting feedback from students about the program.	8%	37%	51%
	25	111	151
16. The COOPERATIVE EDUCATION PROGRAM has a procedure for getting feedback about the program from faculty.	10%	49%	29%
	31	145	87
17. The COOPERATIVE EDUCATION PROGRAM has a procedure for getting feedback from employers.	7%		7%
	22	130	21

Table III - Cooperative Education Procedures

	NOT AT ALL	SOMETIMES	HIGH DEGREE
A. Career Orientation			
27. Knowledge of many career opportunities in the world of work.	6%	45%	37%
	19	133	111
Aids in defining and evaluating his vocational:			
28. Aptitudes	7%	53%	33%
	22	157	98
29. Interests	3%	49%	42%
	11	144	125
30. Skills	3%	49%	43%
	9	144	127
31. Goals	6%	41%	44%
	17	123	126
Preparation for:			
32. Locating job openings.	8%	41%	44%
	25	123	133
33. Performing well in job interviews, etc.	3%	30%	61%
	8	90	182
34. Making a wise decision of which job to accept.	9%	42%	42%
	28	125	126
B. The Internship			
The COOPERATIVE EDUCATION student is provided with:			

Table III (Cont'd)

	NOT AT ALL	SOMETIMES	HIGH DEGREE
35. Direct experience in a selected job area.	8%	33%	45%
	24	128	134
36. Experiences which further develop, apply and re-inforce his job skills.	3%	45%	46%
	11	134	139
37. Opportunity to earn money in a way which supplements and enriches his education.	5%	36%	54%
	16	108	159

APPENDIX D

DOCUMENTS AVAILABLE FROM THE COLLEGE

- Publication: MAKING THE SYSTEM WORK FOR YOU - A Guide to Cooperative Education.
- List of Participating Employers